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DEVELOPMENT OF DORMITORY STAFF AS SUB-PROFESSIONAL COUNSELORS.

BY- JACKSON, RONALD E.A.
NORTH DAKOTA UNIV., GRAND FORKS

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STAFF MEMBERS OF RESIDENCE HALLS AT THE UNIVERSITY OF NORTH DAKOTA WERE GIVEN COUNSELING-ORIENTED, IN-SERVICE TRAINING TO MEET THE EDUCATIONAL AND DEVELOPMENTAL NEEDS OF RESIDENT STUDENTS. TRAINING MATERIALS AND TECHNIQUES WERE DEVELOPED TO PROVIDE SUB-PROFESSIONAL COUNSELING SKILLS TO 12 HEAD RESIDENTS AND 12 UNDERGRADUATE ASSISTANTS. THERE WAS AN EQUAL NUMBER OF MALE AND FEMALE PARTICIPANTS. COUNSELING-RELATED KNOWLEDGE AND ATTITUDES OF PARTICIPANTS WERE APPRAISED AFTER TRAINING, AS WERE CHANGES IN JOB PERFORMANCE. ALL PARTICIPANTS TOOK THE STRONG VOCATIONAL INTEREST BLANK AND THE EDWARDS PERSONAL PREFERENCE SCHEDULE. APPROXIMATELY 20 2 HOUR TRAINING SESSIONS WERE HELD. SESSIONS COVERED THE FOLLOWING GENERAL AREAS--SELF-UNDERSTANDING, COUNSELING THEORY AND PROCESS, RECOGNITION AND REFERRAL OF SYMPTOMS AND PROBLEMS, AND DEVELOPMENTAL PSYCHOLOGY OF COLLEGE STUDENTS. FILMS, LECTURES, ROLE PLAYING, AND GROUP DISCUSSIONS WERE USED AND READINGS WERE SUGGESTED. IT WAS CONCLUDED THAT (1) THE TRAINING PROGRAM IN SUB-PROFESSIONAL COUNSELING PROVED PRACTICAL, (2) TRAINEES DISPLAYED AN INCREASE IN UNDERSTANDING RESPONSES AND A DECREASE IN EVALUATIVE AND SUPPORTIVE RESPONSES IN COUNSELING SITUATIONS, AND (3) CHANGES IN JOB PERFORMANCE WERE OBSERVED. (SK)

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Ronald E. A. Jackson

University of North Dakota
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PROBLEM

In the decade following World War II many universities faced the prospect of a mounting enrollment without facilities to adequately house incoming students, either on campus, or in the surrounding community. The typical response for universities beset by this crisis was to commit their available resources of time, money, and energy simply to planning and constructing enough residence halls to adequately provide healthful and comfortable living facilities for the students cascading through the admissions office. The enormity of the effort needed to provide sufficient housing for a rapidly expanding student population frequently obscured or postponed considerations of the educational and developmental uses which residence facilities might have.

By the early 1960's most such beleagured universities had successfully developed facilities or plans to cope with the problem of providing rooms for students. This successful management of the physical facilities problem made possible the emergence of an increased sensitivity to the potential residence halls have for contributing to education and other forms of personal development. This evolvement from almost complete preoccupation with construction to strong concern for the educational and developmental potential of residence halls coincided with the emergence of two other trends which abetted this evolution. The post-sputnik shockwave which swept through American education in the early 1960's left in its wake increased demands for high quality performance and for educational relevance from all aspects of the college experience, including residence halls. A

related trend which grew from the press for efficient use of educational resources, and became a movement in its own right, was the demand for more and better guidance and counseling services. Influenced by these national trends and developments, many student personnel workers were moved to pay more than lip service to aspects of residence halls other than just housing. The analysis which was a consequence of this new focus on residence halls led some institutions to increase the number of professionally trained personnel workers in their residence halls and others to initiate or improve in-service training programs for their residence halls staff.

Like many other universities during the last ten years, the University of North Dakota developed a residence hall construction program designed to keep pace with growing student demands for housing. With this demand reduced to manageable proportions, many of the persons concerned with housing at U.N.D. turned their attention to meeting the educational and developmental needs of students living in residence halls.

Concern for the emotional and intellectual needs of resident students revealed, as it would have on most campuses, that the residence halls staff was, as a whole, relatively untrained in counseling or other psychological skills and was not being given any such training. Appraisal of the relationship between the central student personnel and residence halls staffs indicated that the residence hall personnel were receiving little more than a general orientation and occasional advising from the central student personnel staff. As a consequence of this type of relationship, the residence halls staff tended to concentrate its efforts mainly on maintenance, administrative, and disciplinary functions.

As one major step toward helping the residence halls staff provide for

educational and developmental needs of resident students, several members of the central student personnel staff outlined a program of counseling-oriented training for the residence halls staff. With financial assistance from the Office of Education, the original outline for a training program was expanded into an action research project. This project was designed to provide an indication of whether such a training program could be successfully carried out, and if it were, whether demonstrable behavioral or attitudinal changes would occur in the residence halls staff as a result of exposure to training.

The desired behavioral and attitudinal changes had to do with instilling attitudes and response behaviors favorable to the growth and development of persons. It was anticipated that such changes in the staff would result in a more favorable atmosphere for learning and individual development in the residence halls. To this end, relevant readings and other instructional materials, as well as various participant training techniques, were developed. The services of professionally trained people in the Counseling Center, Psychology Department, Guidance and Counseling Department, and the Student Personnel staff were used to achieve these ends.

The hope that this kind of training might be influential in the lives of students stemmed from the recognition that much of the personal development of college students takes place outside the classroom in such places as residence halls, where students spend a great portion of their college life. For many students the residence hall is, after all, home while they are in college. This is the place where they experience the anxieties of studying, the difficulties in adjusting to new and perhaps different kinds of people whom they meet, the place where they experience many of their

attempts to become independent, functioning adults. At the same time, there is little currently available in the way of counseling training designed specifically for residence hall advisers and head residents. At the same time, in all but perhaps a few fortunate institutions it is a foregone conclusion that there is little hope of ever having available, on the residence halls staff, anything like an adequate number of fully trained professional counselors to participate in and aid students in this day to day unfolding of their personalities.

Financial considerations in most instances do not permit having available an adequate number of professional staff. Yet, by virtue of the fact that most colleges and universities place advisers and head residents in residence halls, these staff members become unavoidably involved in the problems, dilemmas, aspirations, and hopes of the students with whom they live. Therefore, it seemed desirable to attempt to provide for residence hall personnel a minimal training program designed to better help them cope with the problems which students inevitably bring to them, and which universities, by virtue of having placed staff in the residence halls, commit themselves to being interested in.

Much of what happens in a student's residence hall experience can contribute significantly to his intellectual and personal development. By and large, universities place staff in residence halls with little or no training and hope that somehow, by virtue of their being sympathetic or interested people, they will enhance the individual development of residents. It was hoped that even a program of limited time and scope would provide results in making residence halls staff more effective in helping students cope with their problems.

OBJECTIVES

The primary objective of this action research project was to develop a body of training materials and techniques designed to enhance the sub-professional counseling skills of the University of North Dakota residence halls staff. A further objective was to appraise whether the residence halls staff experienced changes in certain counseling-related knowledge and attitudes as a result of exposure to these training materials and techniques. Another objective was to estimate whether certain aspects of job performance of the residence halls staff changed subsequent to training.

The primary objective was to test the feasibility of adapting ideas and methods of the behavioral sciences, and of counseling psychology in particular, to training residence halls staff to function as sub-professional counselors. Professional literature in counseling and in student personnel work provided no answers to questions such as: are residence hall personnel amenable to a counseling-oriented approach to their jobs? If they are, what materials and techniques are most adaptable and helpful for residence hall work? Can professional caliber research and theory be applied directly to residence hall tasks by non-professional staff or must these be modified and if so, modified in what ways? This training program was established to explore whether these potential hazards could be negotiated in applying the behavioral sciences to day-by-day residence hall functions.

The term sub-professional counseling was chosen to represent the inclusion of certain functions and the exclusion of others. Use of this term was intended to discourage the residence halls staff from thinking of themselves as professional counselors in the sense of counselors who work

in college counseling centers. It was emphasized that this training was not designed to turn out professional counselors and the residence hall staff should not attempt to perform a full-fledged counseling function.

Several functions were indicated as being part of a sub-professional counseling role. It was hoped that the staff's sensitivity to problems and to the development of resident students would be increased. Similarly, it was hoped that the staff would better learn to recognize symptoms and syndromes of serious problems and would become more adept at the process of referring students with serious or continuing problems to appropriate campus agencies for professional counseling. It was also intended that the staff would increase its capacities for sympathetic listening and more skillful responding when discussing minor personal and academic problems of students. In this vein, the training program was aimed at making the residence halls staff more sensitive to the problems which students experience and helping them provide the understanding, acceptance, and empathy which would enable students to explore their minor day-to-day problems and further their own intellectual and personal development. Finally, sub-professional counseling included heightening the staff's awareness of individual and group relations in the residence halls and increasing their ability to provide the atmosphere and inter-group relations which would help students maximize their individual development.

It should be noted that the program was intended to enable the residence halls staff to facilitate the individual development of students, not to provide students with a magic gift or formula for maturity. It was intended that the burden of development and the desire to continue development would rest with the individual student. The framers of the training sought simply

to make the residence hall personnel more able assistants when students needed assistance in developing. The aims of the training were based on the premise that the major responsibility for individual development would lie with the students themselves.

The secondary objective was to determine whether exposure to training led to changes in knowledge and attitudes. Appraisals of change in the counseling-related knowledge and attitudes of the residence halls staff were made on both objective and subjective criteria. These appraisals were intended to assess whether the hoped for increases in empathy, understanding, acceptance, and knowledge of the content of the training materials were achieved.

The tertiary objective of assessing whether certain aspects of job performance by the residence halls staff changes subsequent to training was made subjectively by persons on the central student personnel staff having frequent contact with the residence halls staff. Aspects of job performance in which it was hoped the training would induce positive increments were staff morale, sensitivity to and concern for the development of students, and referrals of potentially serious psychological problems.

The attempt to achieve these objectives was concentrated in two related facets of the training program: one facet was an effort to increase the staff's self-knowledge. It was felt that furthering their knowledge of the way they functioned, of the needs, motives, desires, shortcomings, and so forth, which they themselves had would help them recognize the way these functions occur in students.

A related facet of training was to provide the sub-professional counselors with appropriate information about the developmental and matura-

tional problems which college students face and about the problems and symptoms which people in difficulty exhibit. Providing the staff with information and practice relative to the development of attitudes and techniques which have been demonstrated to be useful tools for counselors also seemed to be a likely way to increase the staff's effectiveness with students.

Thus, it was the objective of the training program to develop training materials which would bring about the development of certain attitudes and bodies of information and changes in certain job functions among the residence halls staff. It was anticipated that these changes would, in turn, result in a more favorable atmosphere for learning and individual development in the residence halls.

PROCEDURE

Participants

The trainees in this program were 12 head residents whose participation was requested by the Dean of Students and 12 undergraduate assistants whose job title was counselor, who were voluntary participants. This group of trainees included both men (12) and women (12) who ranged in age from 19 to 68 years of age. During the course of the training program two men and two women among the initial participants either dropped out or attended training sessions infrequently. The educational level of the 20 trainees who completed the program ranged from high school graduates to pre-doctoral graduate students. Most of the trainees had had little or no previous counseling or other psychological training, however, three of them were enrolled in graduate programs in counseling and guidance. Because of the —

extremely heterogeneous background of the trainees, the training materials and techniques were pitched at what was thought to be a middle ground. An attempt was made to select training devices at or just above the unsophisticated level of the layman.

At the start of the program the trainees were administered the Strong Vocational Interest Blank and the Edwards Personal Reference Schedule to assist them in learning about themselves. They were given the opportunity to have their scores interpreted by one of the Counseling Center staff. About half of the trainees availed themselves of this opportunity.

The trainees ranged in job experience from those who were beginning their first year in a student personnel job and on a part-time basis to those who had had several years of full-time experience as head residents. Judgments about people's attitudes and styles of work are difficult to assess, but from the trainees discussions about students and work situations, it seemed apparent to the trainers that they held widely varying views of the relative importance of various job functions, of appropriate relations to establish with students and of the goals it was possible to achieve as a head resident or counselor.

Training Materials and Techniques

The idea for this training program was conceived by the writer and evolved through discussions with Jere Paddack and Dr. Leo Sprinkle. With the assistance of Dr. Carroll E. Kennedy of Kansas State University, these three further developed the idea and selected the training materials and techniques. These materials centered about four general areas: self-understanding, counseling theory and process, recognition and referral of symptoms and problems, and the developmental psychology of college students.

The general areas were divided into nine specific training topics: increasing self-knowledge; concepts of positive mental health; maturational and developmental problems of late adolescents; analysis of typical problems of students; developmental status of freshmen and the college sub-culture; group process; observing, describing, and interpreting behavior; recognition and referral of emotional problems; and counseling techniques.

The training materials selected for each of these topics were mimeographed and distributed to the trainees a week or two weeks in advance of the training session at which they were to be used. At each of the intermittent weekly meetings the trainers tried to clarify and elaborate on the ideas expressed in the previous week's reading materials. In an effort to keep the training sessions interesting and provocative, the trainers used a variety of training methods and materials such as films, tape recordings, role playing, lectures, group discussions, analyses of typical cases prepared by the trainers and by the trainees, recordings of counseling interviews, and so forth. The specific materials and training techniques developed for this program are listed in Table I:

TRAINING MATERIALS AND TECHNIQUES

AREA I Self Understanding

Completion of Strong Vocational Interest Blank and Edwards Personal Reference Schedule

Reading - Discover Yourself - Stephan Lackner

Group Interpretation of Personality Inventories

Discussion of Reading

AREA II Concepts of Positive Mental Health

Readings - "Self-Actualizing People: A Study of Psychological Health"
A. H. Maslow

Excerpts from Current Concepts of Positive Mental Health
Marie Jahoda

Discussions of readings and movie

Movie - The Eye of the Beholder

Assignment - Applications of Mental Health Concepts

AREA III Maturational and Developmental Problems of Adolescents

Readings - "Broad Problems of Adolescence" - R. Havighurst

"The Young Adult" - Margaret Mead

Series of brief selections on problems of adolescents

Assignment - Application of Developmental Concepts to an Adolescent

Discussions of readings, assignment, and a case

AREA IV Analysis of Typical Problems of Students

Readings - "Student Apathy" - P. A. Walters, Jr.

"Problems Connected with Studying" - G. B. Blaine, Jr. and C. C. McArthur

Discussion of trainee- constructed case and of readings

AREA V Developmental Status of Freshmen and the College Sub-Culture

Readings - "The College as a Stimulus to Development" - N. Sanford

"Some Conditions of Peer Group Formation" - T. M. Newcomb

Lecture and description of UND freshmen

Discussions of readings and lecture

AREA VI The Group Process

Readings - "How to Get Results From a Group" - G. L. Lippitt

"The Individual Counts in Effective Group Relations"

L. P. Bradford and G. L. Lippitt

"How to Diagnose Group Problems" - L. P. Bradford, D. Stock,

and M. Horwitz

Discussion of readings

Role Playing - How to Involve the Non-Participant

AREA VII Observing, Describing, and Interpreting Behavior

Reading - "The Vocabulary of Culture" - E. T. Hall

Lecture - "Communication"

Assignment - Perceiving and interpreting verbal and non-verbal cues

Discussion of readings and assignment

AREA VIII Recognition of Emotional Problems and Symptoms - Referral

Readings - "Psychosomatic Disorders, The Psychoneuroses, and Personality

Disorders" - R. C. Robertiello

"Acute Psychosis, Depression, and Elation" - G. B. Blaine, Jr.,

and C. C. McArthur

Lecture and discussion of referrals, analyzing an emotional problem, and

Counseling Center and Psychiatric Service

AREA IX Counseling Techniques

Tape of counseling leads

Recording of professional counselor

Practice in counseling

Readings - "Client Centered Counseling" - C. R. Rogers

"How Can I Create a Helping Relationship?" - C. R. Rogers

Excerpts from The Work of the Counselor - L. Tyler

"Decision-Making Interviews" - L. Tyler

"Operating Principles Concerning the Counseling Relationship" R. Callis, P. C. Polmantier, and L. C. Roeber

Training Schedule

Although the idea for this training program was conceived in the summer of 1963, the span of the actual training sessions was from late September, 1963, until April of 1964. In late September and early fall the residence halls staff was notified that the training program was being initiated and the reasons for its inception explained. It was after these explanations that the undergraduate participants expressed their desire to take part.

With this general outline of the training program as background, the initial sessions were devoted to a full explanation of the objectives of the program, a description of the training format, discussion of the experimental nature of the program, requests for participants' periodic evaluation of the program, administration of the self-report inventories, and of the pre-training evaluation instruments.

Altogether, approximately twenty 1½ to 2 hour late afternoon and evening training sessions were held. Throughout the program the trainers devoted considerable time to preparing necessary materials and procedures so that appropriate materials would be ready for participants a week or two prior to each session. Difficulties in preparing new materials and ideas for each session and various technical problems invariably assiciated with a new

venture resulted in a more intermittent and lengthy program than was originally planned.

The 2 hour sessions were typically opened with a 20 to 30 minute presentation (lecture, explanation, movie, tape, and so forth) by one of the trainers. This opening presentation was followed by about an hour of discussion (or role-playing, case analysis, and so forth) aimed at exploring the concept(s) presented and integrating it with the reading material read by the trainees prior to the session. In the last 20 or so minutes an effort was made to elicit examples and specific applications of the concept in the residence halls.

At the end of the training program the same evaluation instruments administered at the beginning of the program were given again. In addition, an objective test of the content of the training sessions and a training-program evaluation instrument were administered. Two experienced counselor — trainers then evaluated the results of one of the pre- and post-training evaluation instruments, the case analysis, for changes in empathy, understanding, and acceptance on the part of the trainees.

Evaluation

As an action-research project, two aspects of evaluation were important in this undertaking. Given this program as a crude beginning, was it feasible (in practical terms) to provide a sub-professional counseling training program grounded in the behavioral sciences for a largely non-professionally trained residence halls staff? Whether this type of training program was feasible (on a continuing basis) or not, did this particular program accomplish its stated objectives of changing knowledge, attitudes, and job performance?

Judgments about feasibility by their very nature had to be confined to

global, subjective estimates. Decisions about whether the program was helpful, was practical in terms of time and effort expended and returns received, or whether it could be readily adjusted to improve it if given again, could most easily be made by the two groups most likely to have biased reactions: the trainers and the trainees. Such estimations were made at the conclusion of the program by the three principle trainers mentioned earlier and by the trainees; the latter by completing an evaluation form.

Evaluation of the trainees' increase in counseling-related knowledge was made via an objective test of the content of the program constructed by one of the principle trainers.

Changes in the trainees' attitudes of understanding, acceptance, and empathy were assessed by two experienced counselor trainers on the basis of their reading the trainees' pre- and post-training analyses of a residence case. Using their first year counseling psychology graduate students as a comparison group, the raters rated the relative strength of each of these attitudes on a nine point scale. The case analyses were not identified by name or date so the raters had no way of knowing whether they were rating a pre- or post-training analysis. Changes in the trainees' attitudes toward the appropriateness of evaluative, interpretive, supportive, probing, and understanding responses in counseling situations were assessed by pre- and post-training administrations of the Porter Test of Counselor Attitudes.

Changes in such aspects of job performance as number of referrals, morale of the staff, and the residence hall staff's interest in the development of students were estimated by the three principle trainers.

ANALYSES OF THE DATA AND FINDINGS

Feasibility

As noted above, the primary objective of this project was to assess the feasibility of a behavioral science training program for a non-professionally trained residence halls staff. The opinion of the three principle trainers was that the question of feasibility was answered affirmatively. It proved practical to utilize concepts, research, and techniques from the behavioral sciences to make up the bulk of a residence halls training program. The program required a considerable investment of time and effort by the trainers, but the changes in job performance, the interest of the trainees in the program, and the number of undergraduates which such a program might affect justified continuing efforts to develop this type of program.

The majority of the trainees reported that the program was interesting and in some degree helpful in performing their job. They also offered a number of suggestions for improving future versions of the program. One suggestion was that the program be of shorter duration than its September to April schedule. Some felt that more forwarning of the program would have enabled them to better adjust to it and to the somewhat different role which it suggested for their work. Several participants thought the program wasn't practical enough and did not sufficiently stress application of concepts. Some participants felt that the initial concentration on self-understanding was stimulating, but many felt it was threatening.

The trainers found that one of the most difficult problems was finding materials that contained more than platitudes and yet were not too technical for the layman. Virtually every piece of material used had to be adapted

for use in the context of residence halls. Differences in age, education, status, and flexibility of the participants were factors that had not been adequately taken into account and, consequently, increased feelings of resistance and awkwardness at times. Not having had an opportunity to involve the trainees in the initial planning for the program probably resulted in the program being less pertinent than it might have been. (Parenthetically, it might be noted that the training program was revised and offered again the following fall. According to the second group, most of the original trainees' objections had been overcome.)

Knowledge and Attitude Changes

Change in counseling-related knowledge was assessed by a 75 item multiple choice test covering the content of the training materials and techniques and administered at the end of the program. The median scorer on this test answered approximately two-thirds of the items correctly, which suggests that there was some absorption of the content of the program by the trainees. This result is no more than suggestive, however, because the fact that the entire content of the program was not determined at its initiation, made it impossible to test the participants' knowledge of these concepts prior to training. Therefore, it is difficult to determine whether the participants knew much of this material prior to the training, learned a good many factual items in the training program, or simply took an easy test.

The two professional counselor-trainers' ratings of the case analyses for evidence of change in empathy, understanding, and acceptance, are summarized in Table II.

TABLE II

TRAINEES' PRE AND POST ATTITUDINAL RATINGS

BY PROFESSIONAL COUNSELORS

	RATER NO. ONE			RATER NO. TWO		
	EMPATHY	UNDER-STANDING	ACCEPTANCE	EMPATHY	UNDER-STANDING	ACCEPTANCE
Mean Pre-training Rating	3.55	2.45	2.50	3.50	4.05	3.85
Mean Post-training Rating	3.40	2.95	2.85	3.15	3.65	3.70
Differences in Means	-.15	+.50	+.35	-.35	-.40	-.15
t-Test of Differences	.517	2.215*	1.80	1.21	1.05	.45

*= significant at the .05 level

Mean pre- and post-training ratings by both raters are below the mid-point of the nine-point scale indicating that in the raters' judgment the trainees displayed less of these three attitudes than did their typical graduate students. No reliable changes in empathy or acceptance were observed by either rater. Although rater number two observed an apparent decrease in understanding, this decrease was not sufficiently large to attain statistical significance. In the judgment of rater number one, there was an increase in understanding from pre- to post-training case analyses. The t-test for the significance of differences yielded, in this case, a value significant at the .05 level.

Further evidence of an increase in understanding among the trainees was present in the results of the Porter Test of Counselor Attitudes, shown in Table III.

TRAINEES' RESPONSES ON THE PORTER

Category		Pre-test	Post-test	N	T
Evaluative	Total no. responses	76	46	18	39
	Mean no. responses per trainee	3.62	2.19		*
Interpretive	Total no. responses	10	18	12	20.5
	Mean no. responses per trainee	.48	.86		
Supportive	Total no. responses	53	35	18	39*
	Mean no. responses per trainee	2.52	1.67		
Probing	Total no. responses	50	44	17	61
	Mean no. responses per trainee	2.38	2.10		
Understanding	Total no. responses	21	67	13	0**
	Mean no. responses per trainee	1.00	3.19		

N= total number of differences that have a sign (+,-)
T= the smaller of like-signed ranks
*= significant at the .05 level
**= significant at the .01 level

Twenty trainees completed all the pre- and post-training evaluations. One additional trainee who participated infrequently took the Porter before and after training.

The data in Table III indicate an increase in understanding responses on the Porter from pre to post training. When these data were subjected to analysis via the Wilcoxon Matched-Pairs, Signed-Ranks Test the increase in understanding responses was found to be significant at the .01 level of confidence.

There were no statistically significant changes in the number of interpretive or probing responses. There were statistically significant (at the .05 level) decreases in the number of evaluative and supportive responses after training.

Job Performance

Changes in job performance by the trainees seemed evident to the trainers during the latter stages of the program. For a variety of reasons it is difficult to know how reliable these judgments were. For one thing, there were no prior systematic judgments or records noting the state of morale, concern for the psychological development of residence, nor the number of referrals made by the residence halls staff. For another, if there were increases in these aspects of job performance, they may have been due to the training program, to the fact that the central student personnel staff was devoting more attention to the residence halls staff and to more clearly specifying its goals for residence halls or to sharpened observation of these performances by the central student personnel staff. With these qualifications as background, it should be noted that the trainers felt that generally speaking, there was better morale, there were more referrals, especially of students in early stages of their problems, and that there was more sensitivity to and concern for psychological development of students after the training program than before it.

CONCLUSIONS AND IMPLICATIONS

The following conclusions seem warranted:

1. In the opinion of the three principle trainers, it proved practical to utilize concepts, research, and techniques from the behavioral sciences to develop a training program in sub-professional counseling for a residence halls staff.

Our experience suggested that it takes one to two years to develop a program of this kind. Selecting materials that are appropriate for the staff of a particular college or university, recruiting staff who have a disposition to the type of job performance this kind of training implies, and organizing the training materials around the concerns which the staff brings to the program are situational factors to which a training program must be adapted. Differences in the age, status, and prior education of participants are other variables which must be taken into account in both the content and the process of training. Collectively these factors require a year or two to work out. Initiating planning for such a program enough in advance of its execution to permit involvement of some potential trainees in planning appears to be a likely way to facilitate the adaption process. Additional trial programs and further research may be another means for providing general solutions for the problems mentioned above.

2. There was no statistically significant evidence of pre- to post-training change in either empathy or acceptance on the part of the trainees.

3. There was statistically significant evidence that the trainees displayed an increase in understanding responses and decreases in evaluative and supportive responses in structured counseling situations. These changes in attitudes suggest that the trainees more closely approximated professional

counselors' dispositions toward clients as a result of the training program.

4. The trainers felt that the trainees evidenced better morale, more referrals, and greater sensitivity to and concern for psychological development of students as a result of the training program. Changes in job performance are the practical goal toward which training programs for residence halls staff are directed. Additional research may make clearer the full range of changes in job performance which can be expected from training programs. It may also provide more objective assessments of these changes.